



EARLY CHILDHOOD CARE AND EDUCATION INSPECTION REPORT

TINY TOTS ACADEMY

OFFICE OF EDUCATION STANDARDS

February 2019

Table of Contents

Introduction	3
Information about Tiny Tots Academy	5
Age range of children	6
The context of the centre	6
Key strengths	7
Recommendations	7
Summary	8
Achievement	9
Teaching, learning and assessment	13
Curriculum	14
Safety and support	15
Leadership and management	16
Survey results	18
Appendix 1	19
Appendix 2	29
Office of Education Standards	38

Inspections of schools, colleges and early years centres in The Cayman Islands

As determined by Education Law (2016), all educational institutions are inspected regularly by The Office of Education Standards. The purpose of inspection is primarily to support ongoing improvement in each school and also to provide rigorous, impartial and comprehensive information to parents, to government officers and to appointed Ministers regarding the quality of education both in government and private educational establishments.

Inspections are undertaken at least once every four years and will usually involve a team of inspectors visiting each school for between two and five days. Inspectors use an agreed framework to reach their judgements. In The Cayman Islands, the publication 'Successful Schools and Achieving Students' is the tool which is used both by schools to review their own work and by inspectors when they visit.

Inspection frameworks are a central feature of different school evaluation systems worldwide. They provide a structure within which inspectors make judgements on the basis of evidence of observed practice. They serve a number of purposes:

- Indicators create a **consistent vocabulary and reference point** for a conversation with schools regarding the major determinants of educational success.
- The highest-level exemplar provides schools with a description of **educational excellence** to which schools can aspire.
- The lower-level exemplar provides schools with a clear understanding of levels of provision that are considered **unsatisfactory** and must be improved.
- The indicators can be used by schools for **self-evaluation purposes** and can be linked to school improvement through effective development planning.
- The use of a common set of indicators encourages **consistency in judgements** across different inspection teams. Inspectors must base their judgements on the evidence of the practice they actually observe, rather than with reference to set norms or by employing relative ratings or referring to personal or individual preferences.
- The publication of inspection quality indicators enables schools to see inspection as a **transparent** process.

Evaluations

The inspection framework is organised around judgements using a four-point scale.

The four levels on the scale are defined as follows:

- **Excellent** - exceptionally high quality of performance or practice.
- **Good** - the expected level for every school in The Cayman Islands, both public and private.
- **Satisfactory** - the minimum level of quality required for The Cayman Islands. All key aspects of performance and practice in every school should meet or exceed this level.
- **Weak** - quality not yet at the level acceptable for schools in The Cayman Islands. Schools will be expected to take urgent measures to improve the quality of any aspect of their performance or practice that is judged at this level.

Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

	Definition	Numerical
All	The whole – as used when referring to quantity, extent, or duration.	100%
Almost all	90% and more	90% to 99%
Most	Three quarters or more but less than 90%	75% to 89%
Majority	Half or more but less than three quarters	50% to 74%
Minority	15% or more but less than half	15% to 49%
Few	Up to 15%	0% to 14%

Information about Tiny Tots Academy

Name of ECCE centre	Tiny Tots Academy
Address	109, Hinds Way, George Town, Grand Cayman
Telephone	345-623-8687
E-mail address	tinytotsacademy.ky@gmail.com
ECCE centre website	www.tinytotsacademy.ky
Name of managing director	Ms. Sue Hydes
Name of owner	n/a
Centre's hours of operation	7.30am to 5.30pm
Number of children on roll	109
Number of teaching staff	14
Number of support staff	6
Date of last inspection	June 2013

Age range of children

Age Range	Number of boys	Number of girls	Total
0 – 12 months	8	8	16
12 – 18 months	8	12	20
18 – 36 months	9	16	25
36 – 48 months	11	12	23
48 – 60 months	16	9	25
Total	52	57	109

The context of the centre

Tiny Tots Academy is located at Hinds Way, off Walker's Road in George Town, Grand Cayman, and caters for children aged three months to five years. There are currently 109 children on roll. The teacher to child ratios are in keeping with the Education Council's guidelines. The majority of the children are Caymanians. The school's opening hours are from 7:30am to 5:30pm.

The school uses the FunShine American Early Learning Curriculum along with the Cayman Islands Early Years Curriculum. The FunShine Curriculum is accredited by the National Association of Young Children in the United States. It has themes which run for two weeks throughout the year. The teachers are able to access a range of materials to support the development of their lesson plans and activities. Activities focus on language, cognitive, socio-emotional and physical development. Teachers engage in common planning each week and each class has a lead teacher. The school's curriculum is enhanced by special events and field trips throughout the year.

The school has seven classes named after seekers of knowledge. They are 'Beginners' for three to 15 months, 'Discoverers' for 15 to 24 months, two classes of 'Explorers' for two to three year olds, two classes of 'Adventurers' for three to four year olds and 'Scholars' for four to five year olds. The school also runs a holiday club in July and August for children aged three to 12 years.

Key strengths

The inspection identified that the following key strengths;

- outdoor provision enabled children to move in a variety of ways and engage well with one another;
- the babies and toddlers were extremely well cared for by dedicated staff, who helped them to settle quickly and enjoy their day at pre-school;
- links with parents and the community were strong. Community helpers regularly visited, and parents were very supportive of the Centre;
- leaders' management of health and safety which ensured that children were safe and learnt in suitable premises.

Recommendations

For the Centre to improve further, leaders should:

- develop children's handwriting so that there is an agreed style which is well formed by the time they leave the pre-school;
- build children's ability to solve mathematical problems, by encouraging them to use trial and error and make predictions, so that their understanding of mathematical concepts improves;
- ensure that all teaching staff take every opportunity to converse with the children, by modelling good vocabulary, asking questions and interacting with them, so that children deepen their learning;
- improve planning so that the curriculum and assessment are effectively mapped to the Cayman Islands Early Years Curriculum to enable children to find things out for themselves and be able to choose their own resources;
- give children opportunities to reflect upon their learning and express their opinions so that they become more creative in their thinking and can make links to what they already know.

Summary

Overall Evaluation – Satisfactory

The overall performance of Tiny Tots Academy was judged to be satisfactory. Over the four strands of the Cayman Islands Early Years Curriculum – exploration, respect, communication and well-being – performance was satisfactory overall. There were strengths in children's 'movement' and 'sensory' learning, understanding others and in the 'health' outcomes. Children's mathematical understanding was weak. They had insufficient opportunities to reflect upon their learning.

Teaching, learning and assessment were satisfactory because while planning ensured children learnt facts, they had too few opportunities to find things out for themselves. The curriculum was satisfactory, but the FunShine Early Years Curriculum was not aligned closely with the Cayman Islands Early Years Curriculum, and this meant there were gaps in children's learning.

Health and safety were good. The school cared for the children very well, especially the youngest babies and toddlers. Support and guidance were satisfactory, but the support did not meet the needs of children with special educational needs well enough.

Leadership and self-evaluation were satisfactory. Leaders were successful in meeting children's personal and emotional needs, meaning that children loved coming to the nursery. However, they were not so strong at ensuring that all children made the best progress they could, especially the most able. Links with parents and the community were good. Parents were very supportive of the school and children often engaged with the community. Staffing and the learning environment were satisfactory. While the school was well resourced, children did not have enough free access to resources. The use of information technology as a learning tool was underdeveloped.

Achievement

EXPLORATION	Evaluation
Movement: Children develop their fine and gross motor skills through independent and guided opportunities.	Good
Sensory: Children will use their senses in active exploration to understand their world.	Good
Scientific: Children inquire, research, generate and modify their own working theories about their world through independent and guided opportunities.	Satisfactory
Mathematical: Children manipulate materials and explore concepts relating to number, shape, space, measurement, time and classification through independent and guided opportunities.	Weak
Technological: Children experiment with tools, materials and equipment through independent and guided opportunities.	Satisfactory

Children's movement was good because they enjoyed plenty of physical activity outside. Their gross motor skills were developed well. Most children could swing, balance and climb on the play equipment confidently. Children were aware of how to move safely and moved in a variety of ways outside. They used different implements to practise fine motor skills in the sand. The older children could grip pencils as they formed their letters. However, adults tended to do cutting for the children, so they sometimes missed out on using scissors.

Sensory perception was good. Children played with wet and dry sand, making sandcastles and noticing the difference between how the sand behaved depending on its moisture content. A group of children wove in and out of each other's legs when they were pretending to be dental floss. Most children built up a wide vocabulary related to dentistry including 'incisors', 'canines', 'molars' and 'cavity'.

Children's scientific appreciation was satisfactory. They enjoyed investigating teeth and making their own toothpaste. They were becoming aware of different textures as they played with sand and paste. Young children worked out how the wheeled toys functioned and could make the swings go up and down. All children enjoyed investigating their teeth. However, children were not regularly organising, describing or interpreting using a variety of resources.

Mathematical understanding was weak. Children could count and order numbers and had an awareness of shape. The majority of children could point out a number between one and ten. They did not categorise objects according to their properties or have enough experience of time and measures. They did not solve problems, make predictions or use trial and error to find solutions.

Technological understanding was satisfactory. Most children used tools in the sand. They used magnifying glasses, mirrors and cameras in class, especially in examining teeth. However, children did not use technology like electronic tablets for research or investigation. Their use of simple equipment like buttons, scissors, zippers and levers was limited.

RESPECT	Evaluation
Self: Children develop a positive sense of who they are and an understanding of their rights and responsibilities.	Satisfactory
Others: Children understand how their role and the roles of others impact the community.	Good
Environment: Children will act responsibly in preservation of their natural world.	Satisfactory
Culture: Children gain an awareness of and appreciation for their own culture and cultures around the world.	Satisfactory
Religion: Children have an awareness of and respect for their own and other religions.	Satisfactory

Children’s sense of self was satisfactory because they knew about things you should not do, like biting or grabbing toys. They knew when they should say sorry and to share nicely. The majority of children had an understanding about how their actions made a difference. Babies were encouraged to show independence by drinking from a beaker without adult support. However, older children were assisted too much. For example, adults poured the water for the eldest children at lunchtimes, when they were more than capable of doing it themselves.

Children’s understanding of how their role and the roles of others affected the community was good. Most children could take turns. The majority showed empathy and care. They got to know community helpers who visited the school, such as a police officer, a doctor, fire officers and a dentist. They considered needy families when distributing gifts at Christmas. At times, however, children could be unkind to one another.

Children’s understanding of how to act responsibly in the preservation of their natural world was satisfactory. Children took part in a beach clean, supporting the local community. They fed the rabbits and the fish. Recycling and care for the environment were not routinely part of school life, however.

Children’s cultural experiences were satisfactory. ‘Culture days’ brought the community together and celebrated the school’s diverse cultures and heritage. These days emphasised Caymanian history and culture. All children sang the Caymanian song as part of their devotions and enjoyed traditional Caymanian recipes at lunchtimes. There was scope for children to do more to celebrate their culture in their day-to-day activities.

Children's awareness of and respect for their own and other religions was satisfactory. They all took part in singing Christian songs and said prayers as part of their daily routine. They celebrated the major Christian festivals, such as Easter and Christmas. However, they did not discuss their experiences of religious observance with their peers or adults. Most children did not have much appreciation of the meaning of religious symbols.

COMMUNICATION	Evaluation
Verbal and Symbolic: Children interpret information received and effectively express themselves in a variety of ways.	Satisfactory
Listening: Children develop the inclination and ability to listen attentively and respond appropriately.	Satisfactory
Creative Expressions: Children experience and develop an appreciation for various forms of art from a variety of cultures.	Satisfactory
Literacy: Children demonstrate an understanding that symbols are used to represent ideas.	Satisfactory

Children's verbal and symbolic communication was satisfactory. There was good engagement with children in the baby room. Babies' non-verbal communication was positive, such as gurgling and smiling. Children were building up a good range of vocabulary through the different topics they studied. Adults were not engaging children in conversation at key moments through the day, such as when children were waiting for snack or to wash their hands. There was no agreed handwriting script for children, resulting in some bad habits creeping in.

Children's listening skills were satisfactory because they listened intently to adults throughout the day. They responded well when they were read a story. Younger children enjoyed listening to nursery rhymes and joining in with the parts they knew. However, adults did not encourage children to respond to questions in whole sentences.

Children's creative expression was satisfactory, as they enjoyed role play in the dental surgery and in the sand pit. The toddlers loved dancing to music and adults sang the babies to sleep. There was not much children's work on display in classrooms celebrating their creativity. Children's appreciation of literacy was satisfactory because all children participated in the monthly reading themed days. They took books home to read every week. Children benefited from hearing stories from storytellers, including those related to Caymanian culture. Phonics was not taught systematically to enable children to blend their sounds when reading.

WELL-BEING	Evaluation
Health: Children make safe and healthy decisions as they discover and learn about their bodies.	Good

Emotional: Children identify and express their own feelings.	Satisfactory
Social: Children will develop the skill to interact with others in a variety of contexts.	Satisfactory
Reflection: Children will reflect on their experiences.	Weak

The way children made safe and healthy decisions as they learned about their bodies was good. The dentistry topic had promoted healthy lifestyles very well. Children knew about eating healthily and what foods were good for them. Most children were growing in independence, especially outside in the play areas. Conversely, children did not have enough opportunities to develop independence when learning inside.

Children's emotional development was satisfactory because children often co-operated well together, such as when in role play. There was a lot of praise for children from adults, which built their confidence. Adults mainly managed the children, rather than allowing them to regulate their own behaviour.

Children's social skills were satisfactory. They built sandcastles together. The oldest children co-operated to build a tall tower out of Lego. Almost all children were aware of their class rules, and some of them read them out. A minority of children had the confidence to point out unacceptable behaviour in an appropriate way. Others found it more difficult to work peacefully with their peers.

Children's aptitude for reflection was weak. They did not reflect upon their learning. They rarely expressed their opinions. There was no time for them to discuss ideas with one another. This meant that almost all children missed out on deepening their understanding through meaningful discussion. Many classes had 'thinking chairs' but these were for 'time out' rather than for contemplation.

Teaching, learning and assessment

Ensuring effective teaching to support children's learning	Evaluation
Teaching	Satisfactory
Learning	Satisfactory
Assessment	Satisfactory

The quality of teaching was satisfactory. Teachers had good subject knowledge. There was a good range of resources, for example models of teeth and visual aids for the dentistry topic. However, often children did not have free access to resources in the classroom. Classroom procedures were well established, including devotions. Relationships between adults and children were strong. There was not enough learning time in the day because too much time was spent on unnecessary breaks, which could have been run more efficiently. The most able children were not challenged enough, as often all children in the class were given the same work to do. The quality of teachers' questioning varied, with some demanding little of the children. Teaching in other subject areas was satisfactory. Children learnt basic Spanish, relating to the days of the week and colours. Themed days, including a sports day, introduced the children to a wider curriculum. There were plans to introduce yoga. Throughout their day all children sang songs. Their use of musical instruments was limited.

Learning was satisfactory. Children had positive attitudes to learning. Most of the oldest children could work independently. Almost all children could talk about what they had learned. Children revisited previous learning and made some connections with what they already knew. Much of the planning was based around doing things, rather than focusing upon what learning would come out of them. Children had too few opportunities to be creative and express individual ideas in the classroom because much of what they did was prescribed. For example, they all made the same puppets. Consequently, children had limited opportunities to find things out for themselves, or to think critically. Children had no opportunities to learn from information technology.

Assessment was satisfactory. Teaching staff knew the children in their care very well. Teachers compiled detailed assessments three times per year to tell parents how their children were doing. Almost all of the oldest children had met the required standard by the end of the first term last year. The assessments were not linked to the Cayman Islands Early Years Curriculum and did not show the degree of progress children had made over time. Day-to-day assessment in the classroom was limited, although the school had plans to invest in an electronic system that would make this stronger, if it resulted in teachers being able to adjust plans to meet the needs of different children.

Curriculum

Offering a curriculum that meets the educational needs of all children	Evaluation
Curriculum	Satisfactory

The curriculum was satisfactory. The school's main curriculum was the American FunShine scheme, which set fortnightly topics over the whole calendar year and provided lesson plans and worksheets. The school engaged fully with this curriculum. The curriculum introduced children to interesting and enjoyable topics with a Caymanian flavour. Children had positive experiences of the curriculum. In particular, the topics included a strong focus upon imparted knowledge and this interested the eldest children. Curriculum enrichment was very strong, with numerous field trips and visitors to the school. For example, the children had visited a dental surgery, Cayman Airways, the fire station, the Equestrian Farm, Mission House, the George Town library and Animal House. They had gone for a trip in a submarine. The children had also visited the post office to mail letters. Community helpers, including fire officers, had visited the school and the children had the opportunity to explore the fire truck. Planning did not align the FunShine curriculum with the Cayman Islands Early Years Curriculum sufficiently closely. Aspects of the Cayman Islands Early Years Curriculum were underdeveloped, especially relating to children finding things out for themselves and being creative. Teachers did not adapt the FunShine curriculum to the needs of their individual children by using their own assessment information, but tended to take it as provided from source.

Safety and support

Keeping our children safe and always supported	Evaluation
Health and safety	Good
Support and guidance	Satisfactory

Health and safety arrangements were good. The school held a valid fire certificate and satisfactory environmental health report. There were regular fire drills and procedures for promoting children's welfare and safety. Fire extinguishers were checked and located at key points and safety exits were clear. The school premises were well maintained. Any accidents were recorded. Child protection procedures were in place and followed through into practice by all staff. Staff were very vigilant and took robust measures to keep children safe. The school actively promoted healthy lifestyles. Children's lunchboxes and nursery meals were healthy. Awareness of dental hygiene was built into the curriculum. Hygiene practices were incorporated into daily routines. The school kept regular records of the care children received, such as when babies were fed or when medication was given. These were shared with parents. However, there were no written risk assessments to provide the key steps to keep children safe during off-site trips.

Support and guidance were satisfactory. There were strong levels of care and support for all the children, especially babies and toddlers. Children were particularly well supported personally and emotionally. There was a calm learning environment. Adults had established routines and positive relationships with children which ensured that the children were happy. Children responded well to adults' care and support. As a result, children bonded well with the adults who cared for them. Arrangements to identify and support children who had special educational needs were underdeveloped. There were no individual education plans to identify the steps that would be taken to address children's specific requirements. However, most of these children did receive some external support.

Leadership and management

Leading and managing the centre and developing links with the community	Evaluation
Leadership	Satisfactory
Self-evaluation and improvement planning	Satisfactory
Links with parents and the community	Good
Staff and the learning environment	Satisfactory

Leadership was satisfactory. The managing director had a vision and passion for the children's care and well-being and to ensure that they were well prepared for primary school. The managing director involved lead teachers and parents in the strategic direction of the school. This included agreeing points for improvement. The appraisal of staff was mainly informal and not rigorous enough. Monitoring took place, but it was very informal, and had limited impact on improving teaching and learning. The managing director held significant responsibility in dealing with the administration of the nursery and this limited the capacity to improve the quality of education sufficiently rapidly.

Self-evaluation and improvement planning were satisfactory. The managing director used feedback from teachers and parents to help form the school development plan. Progress against the school's key priorities was considered each month at regular meetings with staff. There had been satisfactory progress in addressing the recommendations from the previous inspection report of June 2013. The school's key priorities for improvement were not based on systematic self-evaluation against the Cayman Islands Early Years Curriculum. Because the action plans lacked measurable success criteria, it was difficult for the Centre to show the impact of its improvement work.

Links with parents and the community were good. The Centre enjoyed positive links with parents. The re-established Parent Teacher Fellowship was well supported, raised funds for good causes, arranged social events and acted as a sounding board to school leaders. Parents felt communication was good. There was detailed reporting on children's progress, and mandatory meetings were held with parents three times per year to discuss how their children were getting on. Children had good links with the community. They made visits to local businesses like the post office and farm. During 'people who help us' week, children got to know local community helpers such as firemen, the policeman and the doctor. Teachers met other practitioners at regular meetings of the Early Childhood Association to share best practice and swap ideas. However, links with local primary schools were underdeveloped.

Staffing and the learning environment were satisfactory. Teaching staff were suitably well qualified. The staff-child ratio was good. Staff tended to stay at the school, because they enjoyed working there. The premises were suitable for learning. There were good resources. However, children often had limited access to the resources. They rarely used them independently. The school had three play areas, which were spacious and well-resourced with a range of climbing and sports equipment and wheeled toys. The use of information technology was under developed.

Survey results

Thirty-nine parents and four staff completed the on-line survey. The results from the survey are detailed in Appendices One and Two to this report.

Parents of children from all year groups completed the on-line survey in advance of the inspection. Almost all parents felt that their children were making good progress in literacy and communication. The majority thought that their children were making good progress in mathematical and scientific understanding. Almost all parents judged the quality of teaching to be at least good. Almost all agreed that their children enjoyed coming to the nursery. Almost all parents believed that their children had a wide range of play opportunities and took turns and shared fairly. Almost all believed there were regular visits and visitors. All parents believed that their children were safe and almost all felt that the nursery was fair to them. Most parents felt that staff dealt with poor behaviour well and almost all believed that the nursery was well led. Almost all judged that the nursery responded to their concerns. The majority felt children with special educational needs were well supported. Most parents stated that they were regularly involved with the nursery. Almost all had a high regard for the quality of education that the nursery provided their children. Seventeen parents offered comments within the survey and these were overwhelmingly positive. There were only two individual points for improvement relating to communication and the play areas.

Four members of the teaching staff completed the survey. Most believed the nursery to be safe and caring. All felt that the nursery promoted a healthy lifestyle and served nutritional food. All staff believed behaviour was good. All staff believed the children were taught conflict resolution. All believed that they dealt well with poor behaviour. They all agreed that they were involved in school self-evaluation or improvement plans. Most believed parental involvement to be good. Most felt that parent-teacher meetings were well attended. They all said they received support with training. All said that support for children with special educational needs was good. All staff believed the nursery had enough resources. Most felt that the quality of provision was at least good. All staff believed the school to be well led. The staff comments only had positive things to say about their experience of working at the nursery and the way it was run.

What happens next?

As the overall performance of Tiny Tots Academy was judged as satisfactory, the Centre will continue to be inspected as part of the normal inspection cycle, which is currently every two years.

Office of Education Standards | Parent Survey 2018

How many years has your child been at this Early Years Centre?

Response	Percentage	Count
Less than one year	36%	14
More than one year but less than three years	54%	21
More than three years	10%	4
	Answered	39
	Skipped	0

What is your nationality?

46%

Caymanian

54%

Non-Caymanian

My child is making good progress in all aspects of early communication/literacy (including listening, speaking, early reading and writing).

Response	Percentage	Count
Strongly Agree	68%	26
Agree	26%	10
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	38
	Skipped	1

My child is making good progress in mathematical understanding.

Response	Percentage	Count
Strongly Agree	28%	11
Agree	28%	11
Disagree	5%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	38%	15
	Answered	39
	Skipped	0

My child is making good progress in their early scientific understanding.

Response	Percentage	Count
Strongly Agree	21%	8
Agree	36%	14
Disagree	8%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	36%	14
	Answered	39
	Skipped	0

The Early Years Centre is effective in developing my child's personal and social skills.

Response	Percentage	Count
Strongly Agree	72%	28
Agree	23%	9
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	39
	Skipped	0

My child is being helped to take turns and share fairly as part of the education programme.

Response	Percentage	Count
Strongly Agree	62%	24
Agree	28%	11
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	4
	Answered	39
	Skipped	0

My child is developing good understanding of the environment and how they can help to protect it.

Response	Percentage	Count
Strongly Agree	26%	10
Agree	38%	15
Disagree	5%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	31%	12
	Answered	39
	Skipped	0

The quality of teaching in the Early Years Centre is good.

Response	Percentage	Count
Strongly Agree	59%	23
Agree	33%	13
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	3
	Answered	39
	Skipped	0

My child enjoys coming to the Early Years Centre.

Response	Percentage	Count
Strongly Agree	54%	21
Agree	38%	15
Disagree	5%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	39
	Skipped	0

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	54%	21
Agree	31%	12
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	5
	Answered	39
	Skipped	0

My child is given a wide range of age-appropriate play opportunities each day.

Response	Percentage	Count
Strongly Agree	59%	23
Agree	31%	12
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	3
	Answered	39
	Skipped	0

There are regular visits and visitors to the Early Years Centre which enhance the learning of the child.

Response	Percentage	Count
Strongly Agree	49%	19
Agree	36%	14
Disagree	5%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	4
	Answered	39
	Skipped	0

My child is safe and cared for at the Early Years Centre.

Response	Percentage	Count
Strongly Agree	67%	26
Agree	33%	13
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	39
	Skipped	0

The Early Years Centre helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	49%	19
Agree	38%	15
Disagree	5%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	3
	Answered	39
	Skipped	0

My child is treated fairly at the Early Years Centre.

Response	Percentage	Count
Strongly Agree	56%	22
Agree	36%	14
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	3
	Answered	39
	Skipped	0

The Early Years Centre deals effectively with incidents of poor behaviour.

Response	Percentage	Count
Strongly Agree	49%	19
Agree	31%	12
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	18%	7
	Answered	39
	Skipped	0

The Early Years Centre provides good support to children with special educational needs.

Response	Percentage	Count
Strongly Agree	33%	13
Agree	23%	9
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	41%	16
	Answered	39
	Skipped	0

The Early Years Centre is well led.

Response	Percentage	Count
Strongly Agree	53%	20
Agree	39%	15
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	2
	Answered	38
	Skipped	1

I receive good information about the improvement plans developed for the Early Years Centre.

Response	Percentage	Count
Strongly Agree	55%	21
Agree	29%	11
Disagree	11%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	2
	Answered	38
	Skipped	1

Communication between the Early Years Centre and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	61%	23
Agree	26%	10
Disagree	11%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	38
	Skipped	1

The Early Years Centre responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	58%	22
Agree	34%	13
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	3
	Answered	38
	Skipped	1

I receive regular, comprehensive and accurate information about my child's achievements and progress.

Response	Percentage	Count
Strongly Agree	55%	21
Agree	32%	12
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	4
	Answered	38
	Skipped	1

Parent meetings are helpful, and they are held regularly.

Response	Percentage	Count
Strongly Agree	47%	18
Agree	34%	13
Disagree	5%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	5
	Answered	38
	Skipped	1

Parents are effectively involved in the work of the Early Years Centre.

Response	Percentage	Count
Strongly Agree	42%	16
Agree	42%	16
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	5
	Answered	38
	Skipped	1

The Early Years Centre enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	45%	17
Agree	39%	15
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	5
	Answered	38
	Skipped	1

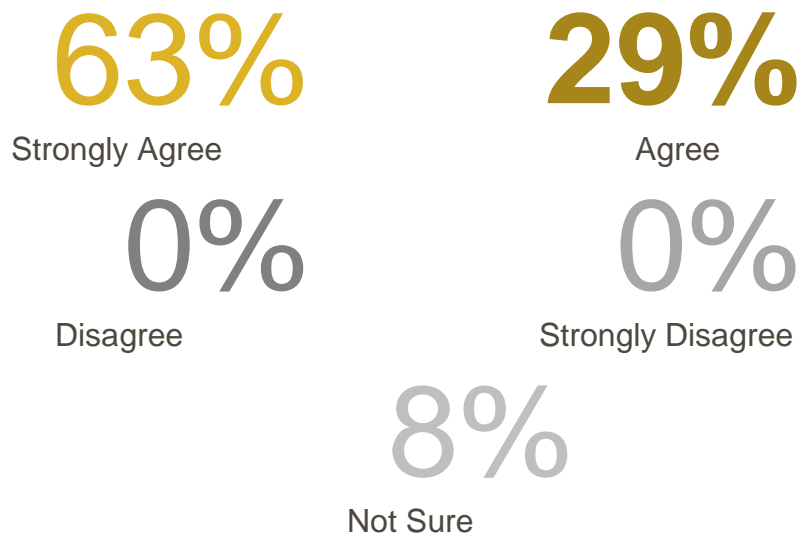
The Early Years Centre has appropriately qualified and suitably skilled staff.

Response	Percentage	Count
Strongly Agree	45%	17
Agree	45%	17
Disagree	5%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	2
	Answered	38
	Skipped	1

The Early Years Centre has good quality resources to support my child's learning.

Response	Percentage	Count
Strongly Agree	39%	15
Agree	50%	19
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	4
	Answered	38
	Skipped	1

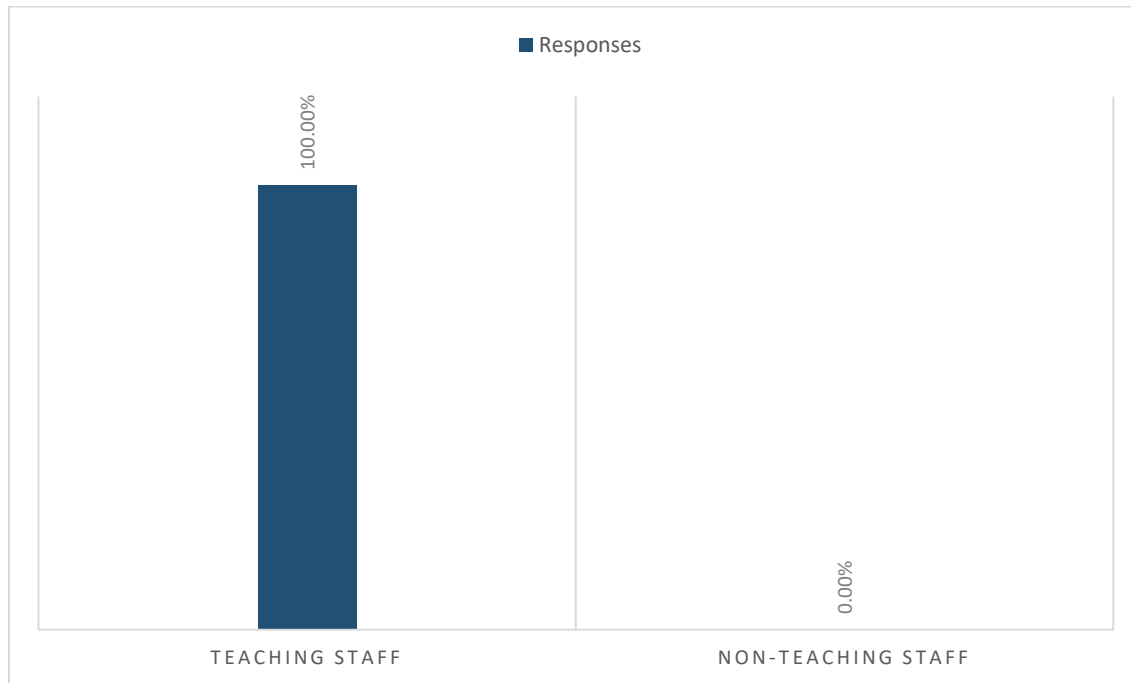
Overall, I am satisfied with the quality of education provided at the Centre.



Response	Count
Answered	38
Skipped	1

Office of Education Standards | Staff Survey 2018

What is your role in the Centre?



How long have you worked at this Centre?

Response	Percentage	Count
One year or less	0%	0
More than one year but less than three years	25%	1
Three years or more	75%	3
	Answered	4
	Skipped	1

What is your nationality?

0%

Caymanian

100%

Non-Caymanian

The behaviour of most children in the Centre is good.

Response	Percentage	Count
Strongly Agree	25%	1
Agree	75%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	4
	Skipped	1

Children are taught conflict resolution skills using books, drama, storytelling and other developmentally appropriate methods.

Response	Percentage	Count
Strongly Agree	60%	3
Agree	40%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	5
	Skipped	0

There are good assessment systems in the Centre.

Response	Percentage	Count
Strongly Agree	40%	2
Agree	60%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	5
	Skipped	0

The Centre supports a positive learning environment and provides good opportunities for children’s exploration, choice and independent learning.

Response	Percentage	Count
Strongly Agree	60%	3
Agree	40%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	5
	Skipped	0

There is a safe and caring environment for all members of this early years community.

Response	Percentage	Count
Strongly Agree	50%	2
Agree	25%	1
Disagree	25%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	4
	Skipped	1

The Centre helps children to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	75%	3
Agree	25%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	4
	Skipped	1

Where food is provided by the Centre, it is of sufficient variety, quantity and quality to meet the children’s nutritional needs.

Response	Percentage	Count
Strongly Agree	75%	3
Agree	25%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	4
	Skipped	1

Children are treated fairly at this Centre.

Response	Percentage	Count
Strongly Agree	100%	4
Agree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	4
	Skipped	1

The Centre deals effectively with incidents of poor behaviour.

Response	Percentage	Count
Strongly Agree	75%	3
Agree	25%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	4
	Skipped	1

The Centre provides good support to students with special educational needs.

Response	Percentage	Count
Strongly Agree	25%	1
Agree	75%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	4
	Skipped	1

I am aware of the procedures for reporting suspected cases of child abuse under the Children Law (2012).

Response	Percentage	Count
Strongly Agree	75%	3
Agree	25%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	4
	Skipped	1

The Early Years Centre is well led.

Response	Percentage	Count
Strongly Agree	50%	2
Agree	50%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	4
	Skipped	1

I am involved in the process of self-evaluation and improvement planning in the Centre.

Response	Percentage	Count
Strongly Agree	25%	1
Agree	75%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	4
	Skipped	1

The Centre effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	50%	2
Agree	50%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	4
	Skipped	1

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	50%	2
Agree	25%	1
Disagree	25%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	4
	Skipped	1

Parents are effectively involved in the work of the Centre.

Response	Percentage	Count
Strongly Agree	75%	3
Agree	0%	0
Disagree	25%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	4
	Skipped	1

The Centre enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	50%	2
Agree	50%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	4
	Skipped	1

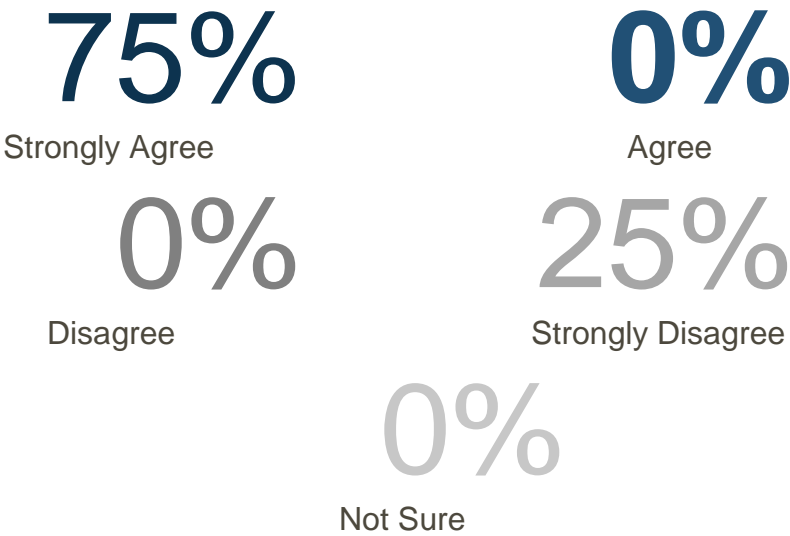
The Centre has adequate, appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	50%	2
Agree	50%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	4
	Skipped	1

There are sufficient resources of good quality to support my work with the children.

Response	Percentage	Count
Strongly Agree	75%	3
Agree	25%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	4
	Skipped	1

Overall, this Early Years Centre provides a good quality of education.



Response	Count
Answered	4
Skipped	1

Who are we and what do we do?

The Office of Education Standards is part of the Portfolio of Civil Service within The Cayman Islands Government. Our function is to inspect early childhood care and education centres, public and private schools and report upon standards in all educational institutions in The Cayman Islands.

How to contact us

You can contact us using the following e-mail address.

adminOES@gov.ky

Where to read our reports?

Our reports are published regularly and are currently available on the Portfolio of Civil Service website. Please use the following link to read our latest publications.

www.pocs.gov.ky

